

IHE Bachelor Performance Report

St. Andrews University

2013 - 2014

Overview of the Institution

St. Andrews University in Laurinburg, North Carolina, is a four-year, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald University, a four-year University, and Presbyterian Junior University. The 600-acre campus is designed around its own lake and provides the perfect community environment. With both residential and non-residential undergraduate programs, the University serves traditional and non-traditional students from diverse international, ethnic and socio-economic backgrounds. St. Andrews has eight departments and fifteen academic programs offering a major. St. Andrews offers evening and weekend classes leading to a Bachelor's degree through the St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. Students enrolling in the program must have completed a Bachelors degree, an Associate's degree, or a minimum of 60 acceptable semester hours credit. The Elementary Education program is the largest of the four degree programs offered on the Sandhills campus. The University emphasizes interdisciplinary study and the acquisition and mastery of communication skills, analytical techniques, problem-solving strategies, leadership skills, and creative expression. St. Andrews University is where a sense of community and compassion prevails, where nurturing is a common feature of the educational process, and where all members contribute legitimately to the maintenance of a true teaching and learning environment.

In 2011 Webber International University and St. Andrews University received approval to merge the two institutions and St. Andrews became a branch of Webber International. Webber, a university that focuses on business education, and St. Andrews, a liberal arts institution, forged a relationship to make sure the best features of St. Andrews are maintained and supported for future generations of students. Webber and St. Andrews recognize the importance of continuing to provide transformational educational experiences for their students. This new venture will insure this goal will be met.

On April 6, 1927, Grace Knight and Roger Babson founded the University which carries the name of their granddaughter, Camilla Grace Webber. Roger was best known for his contributions in the areas of economics and finance, which included the establishment of Babson's Reports and authorship of a number of business publications and books. His philanthropic contributions included the formation of several institutions of higher learning and service on a number of corporate boards. Webber was founded as a women's University, with the exclusive purpose of teaching women about business. It was the first school chartered under the educational and charitable laws of the state of Florida as a non-profit organization. Webber will continue to propagate the ideals envisioned by its founders. Built upon a solid legacy of experience and knowledge, Webber will prepare tomorrow's leaders to meet the challenges of the future by instilling a desire for innovative thought and creative accomplishment.

Special Characteristics

The St. Andrews Teacher Education program prepares Learner-Centered Professional Teachers who believe in and demonstrate in practice that teachers are the single most important factor outside the home environment in affecting student learning and development. St. Andrews employs highly qualified adjuncts who assisted the regular faculty in instructional delivery. The Department of Education also has support from teachers in the region who serve as consultants for the Teacher Education Program. In addition to teaching professional education courses on the Laurinburg campus, all full-time faculty in the Department of Education teach courses on the Sandhills campus. All teacher education majors complete field experiences in classroom settings beginning with introductory courses through methods courses. Students use this opportunity for observation, one-on-one tutoring, and small group instruction. Teacher Candidates complete a fourteen-week student teaching placement in one setting, with the opportunity to observe and teach in classrooms at other levels during the last two weeks. The Department of Education's full-time faculty supervises Teacher Candidates during their student teaching experience.

Program Areas and Levels Offered

St. Andrews University offers degree programs for preparation of teachers in Elementary Education K-6 and Physical Education K-12. An Elementary Education and Physical Education licensure program is offered for students desiring a professional and rewarding career in education.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
St. Andrews University Department of Education has formal collaborative agreements with Marlboro County Schools, Montgomery County Schools, Moore	I. To assist with literacy development for students in grades K-2. The rationale for this priority one (1) was to assist teachers as they worked with students who needed extra help. Students at	I. Department of education faculty and education majors worked with a low performing school to assist with literacy development in grades K-2. Grade 2 students were	I. Tutoring started in February, 2014 and ended in April 2014. II. "Project Wild" was an all day workshop in October lasting 8 hours. "Aquatic Wild"	I. We began with 20 students and ended with 20 students. II. A total of 2 teachers and 10 university students participated.	I. Informal assessments and End of Grade assessments showed all 10 second graders achieved higher scores in yearly growth. On the EOG

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County Schools, Richmond County Schools, and Scotland County schools.	<p>this particular school did not do well on their M-Class assessments, Second grade had more students at low performing levels than other grades. Children in kindergarten and first grades were also behind in their literacy development, but we felt second graders had a greater need for our help.</p> <p>II. To assist in after school programs for at risk students, while giving education majors an opportunity to work directly with students either one-to-one or in small groups. The focus was on children who were extremely low performing. We wanted to</p>	<p>identified as low performing in literacy development by analyzing the M- Class, Wireless Generation data that is collected on all K2 students in this LEA. There were 2 teachers, 10 education majors, and 20 grade 2 students who participated in the semester long activities.</p> <p>II. An education faculty member worked with new teachers in grades K-2. The professional development consisted of lesson plan development, reading strategies, and classroom management.</p> <p>III. A</p>	<p>was an all day workshop in March lasting 8 hours.</p> <p>III. At-risk after school programs began in January and lasted until mid April, 2014.</p> <p>IV. Committees met during the 20013-2014 academic year.</p>	<p>III. There were 20 students identified as at-risk who started the program. Ending number was 20.</p> <p>IV. All five education faculty members participated in service projects.</p>	<p>assessment for reading it showed a higher performance grade, but it was marginal.</p> <p>II. Teachers reflected on how students reacted to the extra help At a final meeting, teachers shared their reflections, and asked if we could come back at the beginning of the new school year. Teachers responded positively with such comments as: "My students started looking forward to reading time:"</p> <p>III. Education majors administered short term assessment measures to</p>

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	<p>give students intensive remediation in order to develop literacy skills, and show growth at the end of the year. These are students who have been behind in school since the day they entered Kindergarten. With one-on-one help and following Marie Clay's program of study for intensive intervention, our education majors hoped to make a difference with this group of students. Teachers supported any extra help they received.</p> <p>III. Assist districts and local schools with service on committees and in-service support for teachers and new teachers</p>	<p>department faculty member worked with representatives from this school to assist in after school programs for at risk students. Students volunteered to tutor in after school programs. An education faculty member provided support and training for the student volunteers</p> <p>IV. Education department faculty members assisted this local school district with service on committees and in-service support for teachers and new teachers when necessary. Committees included Jobs-Ready Advisory</p>			<p>determine change in student performance in addition to EOG scores. They reflected on their tutoring experiences and the need for intensive help for "at-risk" students.. Teachers pointed out that several students showed a greater interest in their school work during the time they were being tutored.</p> <p>IV. Each faculty member was asked to continue to serve on their respective committees for the coming 2014-2015 academic year.</p>

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	when necessary. The rationale for our faculty serving on various committees was so that we would continue to stay in close contact with our schools, and to support teachers' efforts in helping children. We become closer as a community as we work together to make schools a better place for students and adults alike	Board, Teacher of the Year committee, Special Olympics participants, and others named in narrative B.			

B. Brief description of unit/institutional efforts to promote SBE priorities.

The Department of Education informs education majors regularly during meetings, seminars, and classes to keep them advised of changes and revisions in the state education curriculum and assessment process. Students are apprised of State Board of Education actions and minutes. Efforts are made to keep the students aware of changes that are taking place in the areas of content, skills, and dispositions and how they relate to the revised Core Standards and Essential Standards and Indicators both in Elementary Education and Physical Education. Electronic Portfolios are required by Teacher Candidates as evidence that they know, understand and implement lessons and strategies that accomplish the NC CORE Standards, Essential Standards, and the NCSCS.

a.All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The faculty in the Department of Education reviews both syllabi and lesson plans for other department members on a semester basis to assure that each course has a significant amount of technology imbedded within the instructional design and is used appropriately to deliver instruction. Following syllabi and course reviews, the faculty meet to discuss strengths and weaknesses in the merger of technology and instruction for each course. Additionally, students in each methods course must have lesson plans showing the use of technology in their lessons. Students are not allowed to use only one type of technology in presentations (example powerpoints). Faculty meet to make sure teacher candidates have used a cadre of different technology in their lessons and presentations. We have a highly qualified instructional technology professor who makes sure that students are shown new web sites and are introduced to new strategies so they they are never “stuck” with the same technology but rather have new technology added to their current digital expertise.

- a) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

We believe our students are prepared, but they are not as prepared as we would hope. Next year they will have a reading and math refresher course. It is hoped we can add an additional combined course in technology and mathematics that will have practical applications in the classroom. We are at the mercy of the university budget in several ways. We would require extra faculty, materials, and time to offer a refresher course, and add an additional technology/math application course. We continue to request this help.

- b) **Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement**

At St. Andrews we were aware at least one year before it was announced, that Wireless Generation would design and operate a technology-based comprehensive assessment program. Faculty members who taught key reading methods courses were sent to training sessions well ahead of the official roll out. That same summer we ordered all of the required materials to support the teaching of summative and formative assessments. Additionally, we purchased several iPad computers and demo programs for our students to practice assessment skills. We have received totally positive feedback regarding our teacher candidates' preparation for K-2 assessment and other assessment practices used

by the public schools of North Carolina. With no reservations whatsoever, I am certain our students can administer formative and summative assessments, understand the assessment results and design lessons that will successfully address the needs of each one of their students.

- c) **Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

Our department's lead professor who teaches a fine arts course, infuses the arts into all aspects of her teaching. She models ways in which themes of narratives can be enlivened with both art and music. Lesson plans that focus on content knowledge must reflect integrated arts activities within the lessons. For the 2013-2014 academic year the fine arts course culminates in a production project integrating the arts in a dramatic play, working its magic through each lesson of the thematic unit being taught!

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	12
	Other		Other	
	Total	4	Total	15
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other		Other	
	Total	2	Total	5
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other		Other	
	Total	1	Total	6

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)	1	
Secondary (9-12)		1
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	1	1
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	533
MEAN PPST-R	178
MEAN PPST-W	174
MEAN PPST-M	177
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	*
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	1	1	1
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)	1	1		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	3	2	1	1
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

	2013 - 2014 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	7	100
Institution Summary	7	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		3	1	1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				3		
U Licensure Only						
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	11	100	73
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2013-2014.**

LEA	Number of Teachers
Moore Co Schs	71
Scotland Co Schs	33
Montgomery Co Schs	29
Lee Co Schs	24
Richmond Co Schs	17
Wake Co Schs	12
Harnett Co Schs	11
Charlotte-Mecklenburg Schs	10
Robeson Co Schs	8
Cumberland Co Schs	7
Hoke Co Schs	7

**I. Satisfaction of program completers/employers with the program in general
and with specific aspects of the program, as rated on a 1 (lowest) to 4
(highest) scale.**

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
4	2	2